Remedial and Special Education

January–December 2003, Volume 24

AGRAN, Martin: *See* WEHMEYER, Michael L., 262–272.

ARROWOOD, Linda: *See* SNIDER, Vicki E., 46–56.

BARGERHUFF, Mary Ellen: A Review of Carolyn Murray-Slutsky and Betty A. Paris' *Exploring the Spectrum of Autism and Pervasive Developmental Disorders: Intervention Strategies*, 255–256.

BEEBE-FRANKENBERGER, Margaret E.: *See* O'SHAUGHNESSY, Tam E., 27–35.

BISLAND, Amy: A Review of Dennis L. Molfese and Victoria J. Molfese's *Developmental Variations in Learning: Applications to Social, Executive Function, Language, and Reading Skills*, 127–128.

BLOZIS, Shelley A.: *See* VAUGHN, Sharon, 301–315.

BOONE, Randall; HIGGINS, Kyle: Reading, Writing, and Publishing Digital Text, 132–140.

BRYANT, Diane Pedrotty: *See* RIETH, Herbert J., 173–184; *See* VAUGHN, Sharon, 301–315.

BUSCH, Tracey: *See* SNIDER, Vicki E., 46–56.

CALHOON, Mary Beth; FUCHS, Lynn S.: The Effects of Peer-Assisted Learning Strategies and Curriculum-Based Measurement on the Mathematics Performance of Secondary Students with Disabilities, 235–245.

CANTER, Loralee Smith: *See* GARDNER, J. Emmett, 161–172.

CHOI, Hye Sung: *See* RIETH, Herbert J., 173–184.

COLBURN, Linda K.: *See* RIETH, Herbert J., 173–184.

CONROY, Maureen A.: *See* KATSIYANNIS, Antonis, 246–253.

CRESSON, Lynn: A Review of Edward Burns's *Developing and Implementing IDEA-IEPs: An Individualized Education Program (IEP) Handbook for Meeting Individuals with Disabilities Education Act (IDEA) Requirements*, 128; A Review of Phillip D. Rumrill, Jr., and Bryan G. Cook's *Research in Special Education: Designs, Methods, and Applications*, 185.

DENTON, Carolyn A.; FOORMAN, Barbara R.; MATHES, Patricia G.: Perspective: Schools That "Beat the Odds"—Implications for Reading Instruction, 258–261.

DICKSON, Shirley: *See* VAUGHN, Sharon, 301–315.

DOWRICK, Peter W.: *See* HITCHCOCK, Caryl H., 36–45, 56.

EDYBURN, Dave L.: Introduction to the Special Issue: Insights Into the Effective and Appropriate Use of Technology in Special Education, 130–131.

ELBAUM, Batya: *See* VAUGHN, Sharon, 2–15.

EMERSON, John; LOVITT, Thomas: Perspective: The Educational Plight of Foster Children in Schools and What Can Be Done About It, 199–203.

EPSTEIN, Michael H.: *See* MOONEY, Paul, 273–287.

FIELD, Sharon: *See* PRICE, Lynda, 323.

FIELD, Sharon; PRICE, Lynda; PATTON, James R.: Epilogue to the Special Issue, 380–382.

FIELD, Sharon; SARVER, Mary; SHAW, Stan: Self-Determination: A Key to Success in Postsecondary Education For Students with Learning Disabilities, 339–349.

FOORMAN, Barbara R.: *See* DENTON, Carolyn A., 258–261.

FUCHS, Lynn S.: *See* CALHOON, Mary Beth, 235–245.

GARDNER, J. Emmett; WISSICK, Cheryl A.; SCHWEDER, Windy; CANTER, Loralee Smith: Enhancing Interdisciplinary Instruction in General and Special Education: Thematic Units and Technology, 161–172.

GARMON, M. Arthur: *See* MARIAGE, Troy V., 215–234.

GERBER, Paul J.: Adults with Learning Disabilities Redux, 324–327.

GERBER, Paul: *See* PRICE, Lynda, 350–358.

GODDARD, Yvonne L.: *See* HERON, Timothy E., 288–300.

GRESHAM, Frank M.: *See* O'SHAUGHNESSY, Tam E., 27–35.

HARTMAN, Paula: *See* RIETH, Herbert J., 173–184.

HERON, Timothy E.; WELSCH, Richard G.; GODDARD, Yvonne L.: Applications of Tutoring Systems in Specialized Subject Areas: An Analysis of Skills, Methodologies, and Results, 288–300.

HIGGINS, Kyle: *See* BOONE, Randall, 132–140.

HITCHCOCK, Caryl H.; DOWRICK, Peter W.; PRATER, Mary Anne: Video Self-Modeling Intervention in School-Based Settings: A Review, 36–45, 56.

HOUSTON, Debby: *See* LITTLE, Mary E., 75–87.

HUGHES, Marie Tejero: *See* VAUGHN, Sharon, 2–15.

HUR, Suhng-June: *See* RIETH, Herbert J., 173–184.

KATSIYANNIS, Antonis; ZHANG, Dalun; CONROY, Maureen A.: Availability of Special Education Teachers: Trends and Issues, 246–253.

KAUFFMAN, James M.: Perspective: Appearances, Stigma, and Prevention, 195–198.

KEMP, Suzanne E.: *See* MAAG, John W., 57–64.

KIM, Ae-Hwa: *See* VAUGHN, Sharon, 2–15.

KINZER, Charles K.: *See* RIETH, Herbert J., 173–184.

KOUZEKANANI, Kamiar: *See* VAUGHN, Sharon, 301–315.

KROESBERGEN, Evelyn H.; VAN LUIT, Johannes E. H.: Mathematics Interventions for Children with Special Educational Needs: A Meta-Analysis, 97–114.

LAHM, Elizabeth A.: Assistive Technology Specialists: Bringing Knowledge of Assistive Technology to School Districts, 141–153.

LANCASTER, Paul E.: *See* MELLARD, Daryl F., 359–368.

LANE, Kathleen L.: *See* O'SHAUGHNESSY, Tam E., 27–35.

LAPP-RINCKER, Gina: *See* WEHMEYER, Michael L., 262–272.

LATTIN, Dana L.: *See* WEHMEYER, Michael L., 262–272.

LINAN-THOMPSON, Sylvia: *See* VAUGHN, Sharon, 301–315.

LITTLE, Mary E.; HOUSTON, Debby: Research Into Practice Through Professional Development, 75–87.

LOCK, Robin H.: A Review of Margaret Semrud-Clikeman's *Traumatic Brain Injury in Children and Adolescents: Assessment and Intervention*, 185–186.

LOVITT, Thomas: *See* EMERSON, John, 199–203.

MAAG, John W.; KEMP, Suzanne E.: Behavioral Intent of Power and Affiliation: Implications for Functional Analysis, 57–64.

MARIAGE, Troy V.; GARMON, M. Arthur: A Case of Educational Change: Improving Student Achievement Through a School-University Partnership, 215–234.

MATHES, Patricia G.: *See* DENTON, Carolyn A., 258–261.

McGUIRE, Joan: *See* SCOTT, Sally, 369–379.
MELLARD, Daryl F.; LANCASTER, Paul E.: Incorporating Adult Community Services in Students' Transition, 359–368.
MERCER, Cecil D.: *See* WITZEL, Bradley S., 88–96.
MOONEY, Paul; EPSTEIN, Michael H.; REID, Robert; NELSON, J. Ron: Status of and Trends in Academic Intervention Research for Students with Emotional Disturbance, 273–287.
MULLIGAN, Robert: *See* PRICE, Lynda, 350–358.
MURRAY, Christopher: Risk Factors, Protective Factors, Vulnerability, and Resilience: A Framework for Understanding and Supporting the Adult Transitions of Youth with High-Incidence Disabilities, 16–26.
NELSON, J. Ron: *See* MOONEY, Paul, 273–287.
O'SHAUGHNESSY, Tam E.; LANE, Kathleen L.; GRESHAM, Frank M.; BEEBE-FRANKENBERGER, Margaret E.: Children Placed at Risk for Learning and Behavioral Difficulties: Implementing a School-Wide System of Early Identification and Intervention, 27–35.
PALMER, Susan B.; WEHMEYER, Michael L.: Promoting Self-Determination in Early Elementary School: Teaching Self-Regulated Problem-Solving and Goal-Setting Skills, 115–126.
PARK, Jiyeon: *See* TURNBULL, III, H. Rutherford, 67–74.
PATTON, James R.: *See* FIELD, Sharon, 380–382; *See* PRICE, Lynda, 328–338.
PRATER, Mary Anne: *See* HITCHCOCK, Caryl H., 36–45, 56.
PRICE, Lynda: *See* FIELD, Sharon, 380–382.
PRICE, Lynda; FIELD, Sharon: Prologue to the Special Issue on Adults with Learning Disabilities, 323.
PRICE, Lynda; GERBER, Paul; MULLIGAN, Robert: The Americans with Disabilities Act and Adults with Learning Disabilities as Employees: The Realities of the Workplace, 350–358.
PRICE, Lynda; PATTON, James R.: A New World Order: Connecting Adult Developmental Theory to Learning Disabilities, 328–338.
REID, Robert: *See* MOONEY, Paul, 273–287.
RIETH, Herbert J.; BRYANT, Diane P.; KINZER, Charles K.; COLBURN, Linda K.; HUR, Suhng-June; HARTMAN, Paula; CHOI, Hye Sung: An Analysis of the Impact of Anchored Instruction on Teaching and Learning Activities in Two Ninth-Grade Language Arts Classes, 173–184.
ROBINSON, Suzanne: *See* SMITH, Sean J., 154–160.
ROSE, Ernest: Introduction to the Special Issue: Adults with Learning Disabilities, 322.
SARVER, Mary: *See* FIELD, Sharon, 339–349.
SCHWEDER, Windy: *See* GARDNER, J. Emmett, 161–172.
SCOTT, Sally; McGUIRE, Joan; SHAW, Stan: University Design for Instruction: A New Paradigm for Adult Instruction in Postsecondary Education, 369–379.
SHAW, Stan: *See* FIELD, Sharon, 339–349; *See* SCOTT, Sally, 369–379.
SHEALEY, Monika W.: A Review of Cheryl A. Utley and Festus Obiakor's *Special Education, Multicultural Education, and School Reform: Components of Quality Education for Learners with Mild Disabilities*, 254–255.
SLOAN, Claire V. Morris: *See* VAUGHN, Sharon, 2–15.
SMITH, Sean J.; ROBINSON, Suzanne: Technology Integration Through Collaborative Cohorts: Preparing Future Teachers to Use Technology, 154–160.
SNIDER, Vicki E.; BUSCH, Tracey; ARROWOOD, Linda: Teacher Knowledge of Stimulant Medication and ADHD, 46–56.
SRIDHAR, Dheepa: *See* VAUGHN, Sharon, 2–15.
TURNBULL, Ann P.: *See* TURNBULL, III, H. Rutherford, 67–74.
TURNBULL, III, H. Rutherford; TURNBULL, Ann P.; WEHMEYER, Michael L.; PARK, Jiyeon: A Quality of Life Framework for Special Education Outcomes, 67–74.
VAN LUIT, Johannes E. H.: *See* KROESBERGEN, Evelyn H., 97–114.
VAUGHN, Sharon; KIM, Ae-Hwa; SLOAN, Claire V. Morris; HUGHES, Marie Tejero; ELBAUM, Batya; SRIDHAR, Dheepa: Social Skills Interventions for Young Children with Disabilities: A Synthesis of Group Design Studies, 2–15.
VAUGHN, Sharon; LINAN-THOMPSON, Sylvia; KOUZEKANANI, Kamiar; BRYANT, Diane Pedrotty; DICKSON, Shirley; BLOZIS, Shelley A.: Reading Instruction Grouping for Students with Reading Difficulties, 301–315.
WATSON, Silvana M. R.; WESTBY, Carol E.: Prenatal Drug Exposure: Implications for Personnel Preparation, 204–214.
WEHMEYER, Michael L.: *See* PALMER, Susan B., 115–126; *See* TURNBULL, III, H. Rutherford, 67–74.
WEHMEYER, Michael L.; LATTIN, Dana L.; LAPP-RINCKER, Gina; AGRAN, Martin: Access to the General Curriculum of Middle School Students with Mental Retardation: An Observational Study, 262–272.
WELSCH, Richard G.: *See* HERON, Timothy E., 288–300.
WESTBY, Carol E.: *See* WATSON, Silvana M. R., 204–214.
WISSICK, Cheryl A.: *See* GARDNER, J. Emmett, 161–172.
WITZEL, Bradley S.; MERCER, Cecil D.: Using Rewards to Teach Students with Disabilities: Implications for Motivation, 88–96.
ZHANG, Dalun: *See* KATSIYANNIS, Antonis, 246–253.